

# Last Minute Memorandum

**To: STATE BOARD MEMBERS**

**Date: June 10, 2003**

**From: Geno Flores, Deputy Superintendent, Assessment and Accountability Branch**

**Re: ITEM #14**

**Subject: CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT):  
INCLUDING, BUT NOT LIMITED TO, CELDT PROGRAM UPDATE.**

Please insert the following attachments:

- [Attachment 1](#): 2001 English Language Arts (ELA) California Standards Test (CST) Level of Performance for Students Participating in Different English Learner Programs and Initial Enrollment (Page 1)
- [Attachment 2](#): California Standards Test (CST) English Language Arts (ELA) Level of Performance by English Learner (EL) Program Participation (Page 1)
- [Attachment 3](#): 2001-02 Enrollment Chart Based on California English Language Development Test (CELDT) – Initial Assessment (Page 1)

## **2001 English Language Arts (ELA) California Standards Test (CST) Level of Performance for Students Participating in Different English Learner Programs and Initial Enrollment**

At the request of the California Department of Education (CDE), the Standardized Testing and Reporting (STAR) program contractor created a file containing matched 2001 STAR and California English Language Development Test (CELDT) student data. The State Board of Education (SBE) requested that the matched data for the subgroup of 42,672 third graders who participated in English learner (EL) programs be used to determine the ELA CST level of performance. Additionally, the SBE requested information on the initial enrollment patterns for students with a home language other than English.

### **ELA CST Performance**

A number of findings are suggested by the analysis.

- As coded by districts, 18.5 percent of the students participated in bilingual (waiver) programs (e.g., Bilingual Only, Bilingual and English Language Development (ELD), Bilingual and Specifically Designed Academic Instruction in English (SDAIE), or Bilingual, SDAIE and ELD), and 81.5 percent of students participated in other programs (e.g., ELD Only, SDAIE Only, or ELD and SDAIE).
- Of those students in bilingual (waiver) programs, 80.2 percent were located in the lower two (Far Below Basic or Below Basic) performance levels for the ELA CST. By comparison, of those students in other programs, 68.6 percent were in the lower two performance levels.
- Of those students in bilingual (waiver) programs, 20 percent were located in the Basic or Proficient performance levels for the ELA CST. By comparison, of those students in other programs, 30.6 percent were located in the Basic or Proficient performance levels.
- In summary, greater percentages of students in bilingual (waiver) programs tend to be located in lower ELA CST performance levels, compared to students in other programs.

### **Notes**

- The 2001 STAR allowed reporting of EL program combinations that were not consistent with Language Census (R-30) categories (e.g., Bilingual Only, Bilingual and SDAIE, and SDAIE Only).
- The analysis does not include background factors, such as demographics or staffing, which might partly explain the differences in student performance.
- In order to check the stability of results, it is recommended that this analysis be replicated using 2002 results.

### **Grade of Initial Enrollment**

The chart which displays the number and percent of students taking the CELDT for initial assessment provides an estimate of the grade at which English learners first enroll in California schools in the 2001-2002 academic year. The chart is based on 511,317 students tested. It indicates that just over half of English learners enroll in kindergarten, and 25 percent enrolling in grades one through five. Note that the apparent increase at grade nine is most likely associated with a transition to high school and repeated assessment for identification purposes. In such cases, it is possible that prior assessment results were not available to the receiving school.

**Table 1****California Standards Test (CST) English Language Arts (ELA) Level of Performance by English Learner (EL) Program Participation\*****3rd Grade Students**

<b>CST ELA Performance Level</b>	<b>EL Program Participation</b>						
	<i>Bilingual Only</i>	<i>ELD Only</i>	<i>SDAIE Only</i>	<i>Bilingual &amp; ELD</i>	<i>Bilingual &amp; SDAIE</i>	<i>ELD &amp; SDAIE</i>	<i>Bilingual, SDAIE &amp; ELD</i>
Far Below Basic	2,645 46%	4,075 32%	3,785 29%	609 45%	79 43%	2,530 29%	357 46%
Below Basic	1,983 35%	4,897 38%	5,080 39%	452 33%	65 35%	3,368 39%	275 35%
Basic	916 16%	3,072 24%	3,272 25%	245 18%	40 22%	2,190 25%	119 15%
Proficient	185 3%	771 6%	753 6%	57 4%	0 0%	532 6%	25 3%
Advanced	18 0%	93 1%	103 1%	5 0%	0 0%	76 1%	0 0%
<b>TOTAL</b>	<b>5,747</b> <b>100%</b>	<b>12,908</b> <b>101%</b>	<b>12,993</b> <b>100%</b>	<b>1,368</b> <b>100%</b>	<b>184</b> <b>100%</b>	<b>8,696</b> <b>100%</b>	<b>776</b> <b>99%</b>

\* Program participation information was obtained from district provided data on the 2001 administration of the STAR. It should be noted that some of the EL program combinations that were recorded on the test are not consistent with the R-30 reporting categories (i.e. (1) bilingual only, (2) bilingual and SDAIE, and (3) SDAIE only).

This analysis was done on a statewide 2001 CELDT/STAR matched file created by the STAR contractor. A total of 42,672 third grade students were included in this analysis. These students all had EL program participation data provided on the STAR, CST ELA test results, and did not have an IEP or 504 Plan.

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
	260,024	35,637	26,432	24,685	22,868	21,072	20,077	19,069	16,085	32,184	15,294	11,341	6,549
	50.85%	6.97%	5.17%	4.83%	4.47%	4.12%	3.93%	3.73%	3.15%	6.29%	2.99%	2.22%	1.28%

